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DEVELOPMENT OF CEFR-BASED *QOWA'ID* LEARNING EVALUATION TOOL WITH THE HELP OF *WORDWALL* INTERACTIVE GAMES TO IDENTIFY STUDENTS' UNDERSTANDING

Irfan Hania
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
irfanhania0@gmail.com

R. Umi Baroroh
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
umi.baroroh@uin-suka.ac.id

Madah Rahmatan
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
madahrahmatan@gmail.com

Alimudin
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
alim28ali@gmail.com

Yuli Imawan
Sunan Kalijaga State Islamic University Yogyakarta
yuliimawan5@gmail.com

Abstract
This development research aims to develop a qowa'id learning evaluation tool based on CEFR using the interactive game Wordwall with the intention of identifying the level of understanding of students and so that it can be accessed by students in a more flexible manner without limited space and time, more effectively and it is hoped that it will also be more effective in maintenance. This research is research development (Research & Development). This research aims to produce a product or develop a product. The results in this study show an average score of material experts of 85%, which means the product is considered feasible. very good, and 88% linguists which means the product is rated very good. While the results of student responses by distributing questionnaires obtained a score proportion of 91.19%, which means very good. As for the test results to measure the level of understanding of the qawa'id material of students using the interactive game Wordwall showed that 78.51% understood the material and 21.49% did not understand the material. From these results it can be seen that the proportion of students who understand the material and do not understand the material for each number is very diverse.

Keywords: *Tool evaluation learning, qawā'id, game, student understanding.*

Abstrak

Penelitian pengembangan ini bertujuan untuk mengembangkan alat evaluasi pembelajaran *qowa'id* berbasis CEFR menggunakan game interaktif *Wordwall* dengan maksud mengidentifikasi tingkat pemahaman siswa dan agar dapat di akses oleh peserta didik secara lebih fleksibel tanpa terbatas ruang dan waktu, lebih efektif dan diharapkan juga dapat lebih efesien dalam penyelenggaraannya. Penelitian ini merupakan penelitian pengembangan (*Research& Development*). Penelitian ini bertujuan untuk menghasilkan produk atau mengembangkan suatu produk. Hasil dalam penelitian ini menunjukkan skor rata-rata ahli materi sebesar 85% yang berarti produk dianggap layak. sangat baik, dan ahli bahasa 88% yang berarti produk dinilai sangat baik. Sedangkan hasil respon siswa dengan penyebaran angket didapatkan skor persentase sebesar 91,19% yang berarti sangat baik. Adapun hasil tes untuk mengukur tingkat pemahaman materi *qawa'id* siswa menggunakan game interaktif *Wordwall* menunjukkan bahwa sebesar 78,51% paham materi dan tidak paham materi sebesar 21,49%. Dari hasil tersebut terlihat bahwa persentase siswa yang paham materi dan tidak paham materi pada setiap nomor sangat beragam.

Kata Kunci: *Alat evaluasi pembelajaran, qawa'id, game, pemahaman siswa*.

INTRODUCTION

The use of technology that is increasingly sophisticated and modern due to the development of Science.[1] Technology and Information in the industrial revolution 4.0 which is very rapid and affects the world of education, especially in the learning process. Communication and information technology can be used and reached anywhere and by anyone as long as it is connected to the internet network. In the learning process, technology is used as an evaluation tool with the development of online exams assisted by computers, laptops, and even smartphones.[2] One of the factors that influence the use of ICT-based learning evaluation tools is because conventional evaluation tools that usually use paper in their implementation have many disadvantages so that they are considered ineffective. According to Arikunto, learning evaluation is a process of collecting data to determine to what extent, in what ways, and how educational goals can be achieved. The success of learning is not only determined by the process from the start but also the evaluation of learning. If a teacher carries out the use of learning evaluation media appropriately, then the evaluation procedure can run well and be successful.[3] Sanjaya emphasized that when teachers carry out education and evaluation of learning, teachers must act as the spearhead, so that educational goals can be achieved.[4] This shows how important the teacher's role is in designing interesting learning evaluations.

[1]Putu Trisna Hady Permana S, I Gede Mahendra Darmawiguna, and Made Windu Antara Kesiman, "JA-KO Balinese Pizza: Game Edukasi Interaktif Jaringan Komputer," *Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI)* 3, no. 2 (2014): 80–87.

[2]Vivi Pratiwi, "Pengembangan Alat Evaluasi Pembelajaran Berbasis Ict Menggunakan Wondershare Quiz Creator Pada Materi Penyusutan Aset Tetap," *Jurnal Pendidikan* 4, no. 1 (2016): 1–7.

[3] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 32.

[4] Wina Sanjaya, *Media Komunikasi Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2012), 21.

Referring to the theories above, the reality on the ground shows otherwise, that the evaluation process in Arabic learning activities at MTsN Cilamaya Karawang has not run optimally. Teachers still use conventional media, namely evaluation on a piece of paper. Teachers do not make use of other alternative media in conducting learning evaluations, so students tend to be bored, uninterested and unenthusiastic in working on questions. Students instead work on questions recklessly and not seriously so that the teacher has difficulty mapping students' abilities. This has an impact on decreasing learning outcomes, especially cognitive values.

The use of ICT-based evaluation tools is seen as being able to provide a variety of evaluation tools and reduce the weaknesses of conventional evaluation systems.[5] One application that can be used to create an ICT-based evaluation tool is Wordwall which is a software for creating questions, quizzes or tests online (web-based) that does not require the ability to master programming languages to operate it so it is very easy to use or *user friendly*.

A game is an exciting and interesting game. According to Virvou, game technology can motivate learning and involve players, so the learning process is more enjoyable. On the other hand,[6] according to Miftah, that playing games is a familiar activity, not even a few students who play games are hobsi.[7]While the interactive quiz is an application that includes learning materials in the form of questions and practice questions.[8] Interactive quiz games are software designed by creating practice questions and presented in the form of games with certain rules. This interactive game from the Wordwall web can be used when conducting learning evaluations.

Quizzes are also short games used in the field of education and are similar to measuring growth in knowledge, abilities, and skills. Quizzes usually score points and many quizzes are designed to determine the winner of a group of participants, usually the participant with the highest score. Explained that quizzes can be in the form of various media such as printed notes, tools or in the form of activities. When creating a quiz aimed at further honing students' knowledge, of course, the quiz can attract students' attention and have an effective influence on students. Quizzes can be played not only in the classroom, but also individually in home.[9] The use of this quiz provides indirect benefits

[5]Kuswari Hernawati, *Membuat Quiz/Evaluasi Dengan WonderShare Quiz, PPM Jurdik Matematika*, 2009.

[6]Hafidah et al., "Taṭwīr Lu'bah Al-Mugāmarah Al-Lugah Al-'Arabiyyah SI UJE Al-Qāimah 'ala Android Li Al-Talāmīż Al-Ṣaffi Al-Ṡāmin fī Al-Madrasah Al-Ṡānawiyyah," *Alsinatuna: Journal of Arabic Linguistics and Education* 7, no. 1 (2021): 91–103.

[7]Miftah Farid Adiwisastra, "Perancangan Game Kuis Interaktif Sebagai Multimedia Pembelajaran Drill and Practice Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal Informatika* 2, no. 1 (2016): 205–211.

[8]Tiara Indriani, Agus Suyatna, and Chandra Ertikanto, "Pengembangan Kuis Interaktif Tipe Tru/False Untuk Melatih Kemampuan Eksplorasi Fenomena Fisika," *Jurnal Pembelajaran Fisika* 3, no. 1 (2015): 131–140.

[9] Adiwisastra, "Perancangan Game Kuis Interaktif Sebagai Multimedia Pembelajaran Drill and Practice Untuk Meningkatkan Hasil Belajar Siswa."

to students so that they are encouraged to study independently outside the classroom. In addition, quizzes can also function as material for reviewing material that has been presented before.

As we know that the function and content of Arabic subjects are to provide abilities and skills to students to support knowledge, understanding and passion for Islamic law, development of science, and improving relations between nations, and this lesson is directed at providing students with basic abilities and skills, using Arabic correctly which includes listening and listening, speaking, reading, and writing and being a provision for the next level of education.[10] Thev alue of learning Arabic in each school has a different variety of assessments. The assessment of Arabic exam questions in schools is prepared based on basic competencies and learning indicators that are rarely tested for validity.

In order for the ability of foreign language learners, especially Arabic, to be assessed objectively and comprehensively, the assessment of language skills must use standard standards. One of the international standards that can be used to measure the level of language proficiency for foreign language learners is the CEFR (Common European Framework of Reference for Languages). The CEFR is a standard of language proficiency that was originally a reference for languages in Europe.[11] The CEFR describes language skills divided into 6 levels starting from A1 level for beginners to C2 for those who are already proficient. This makes it easy for everyone involved in language teaching and testing (students, teachers, trainers and others) to see different levels of qualification.[12]

The use of international standards in determining the level of Arabic language skills of the Indonesian people is very important so that the ability to speak Arabic can be truly measured. The assessment of Arabic-language competencies in schools only represents the achievement of competency standards and learning indicators. Therefore the author felt the need to conduct research on how students'Arabic language skills in *qawa'id* learning through CEFR international standards.

But in this study, the authors only focused on students' writing skills to measure the extent of students' ability levels in writing skills. The selection of writing skills in the development of evaluation with CEFR standards in this research, in addition *qawa'id* learning are skills taught at each grade level, from *Ibtida'* to *Aliyah*, as well as to provide opportunities for subsequent researchers to develop learning evaluations with CEFR standards on other language skills. The reason for using interactive games as a tool for evaluating learners in this study is to identify students' understanding.

[10]Nurul Huda, "Komponen-Komponen Pembelajaran Al-Kitâbah Bahasa Arab," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1–26.

[11]Sara Wallace Goodman, "Common European Framework of Reference (CEFR) on Languages," in *Immigration and Membership Politics in Western Europe*, 2014.

[12]Zainal Arifin et al., "The Development of CEFR-Based Nahwu and Shorof," *JIz* 5, no. 2 (2022): 167–182.

METHOD

This research is a researchanddevelopment). This study aims to produce a product or develop a product and test the effectiveness of the product.[13]The development steps and procedures in this study adopt the development methodology used, namely with the ADDIE model consisting of 5stage; (1) the analysis stage (*Analyze*), (2) the design stage (*Design*), (3) the development stage (*Development*), (4) the implementation stage (*Implementation*), and (5) the assessment stage (*Evaluation*).The stages of developing *qowa'id* material learning evaluation tools in this study can be described as follows:

1. **Analysis Stage**

   At this stage, researchers identify problems in order to obtain information about potential and problems that exist in the field, especially MTsN Cilamaya Karawang. Researchers also analyzed teachers' and students' perceptions of evaluation tools often used in learning. This is done to determine the usefulness and effectiveness of the learning evaluation tools used, as well as analyze the needs of teachers and students for *the qowa'id* learning evaluation tool.

2. **Design Stage**

   Design is a stage that includes the elements that need to be contained in the *qowa'id* learning evaluation *software*, which includes two aspects of design; *first*, the aspect of the ID (*Instructional Design*) model or instructional design, and *second*, the aspect of content. Therefore, there is this stage, the author designed a *qowa'id* learning evalusai tool to be developed.

3. **Development Stage**

   This development/production roses aims to produce the initial product, and is further tested or run in a computer or smartphone to ascertain whether the results are as desired or not. After the software development is completed, the assessment of these software units is carried out using a series of multimedia software assessments.

   This assessment process is an expert validation stage to determine the feasibility of the product being developed or in other terms mentioned experts judgement. The Expert Validation Questionnaire is used to determine the feasibility of the product being developed, and the data obtained is used as a reference in the repair process. This improvement process can take place continuously until finally a product is obtained that according to media experts and material experts has been feasible to apply in the field.

[13]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2015), 24.

4. Implementation Phase

The implementation stage or uji try the product is carried out after validation and revision. The product will be tested in a limited group with several samples of students.

5. Evaluation Stage

This evaluation aims to look back at the product that is produced in terms of the feasibility of an interactive game-based *qowa'id* learning evaluation tool with a *Wordwall* platform that has been developed or produced.

The test subjects in this study include material experts as people who are competent in the field of *qowa'id* material (two Arabic subjects teachers MTsN Cilamaya Karawang), media experts as competent people in the use of technology, especially the web and e-learning (twoteacher who is an expert in learning media), class VIII students MTsN Cilamaya Karawang as many as 31 students for a trial analysis of the quality of question items and limited trials. The types of data obtained are qualitative data types and quantitative data. Qualitative data is obtained from the results of the study of material experts and media experts, while quantitative data is obtained from the validation results of material experts and media experts, the results of question analysis, and student opinion questionnaires analyzed by percentage techniques.

The data collection instrument used in this study was a questionnaire sheet. The questionnaire consists of validation sheets of material experts and media experts as well as student response questionnaires that are quantitatively analyzed to find out the feasibility and opinions of students regarding the *qowa'id* learning evaluation tool developed. The results of the calculation of the values of material experts, media experts, and student opinions are interpreted into the criteria in the table:[14]

Table 1. Eligibility Criteria for Evaluation Tools and Student Opinions

Percentage (%)	Criterion
0 – 20	Very Unworthy/Good
21 – 40	Not Worth/Good
41 – 60	Decent/Good Enough
61 – 80	Decent/Good
81 – 100	Very Worthy/Good

Student evaluation and perception tools are declared feasible to be used as *qowa'id* learning evaluations when obtaining a feasibility percentage > 61%.

[14]Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik.34.*

RESULT AND DISCUSSION

Analysis Stage

At this stage of the analysis, the research began with a literature study of theories related to the CEFR-based Wordwall interactive quiz game to obtain an overview of multimedia learning evaluation for CEFR-based *qowa'id* material. From the results of the literature study, information was obtained about the characterization of interactive quiz games, including the following: CEFR-based Wordwall interactive quiz games, namely an adjustment between students' thinking levels and the levelization of language proficiency based on the CEFR which is packaged in the form of practice questions using the Wordwall games platform. The results of the researcher's analysis of the CEFR level for MTsN Cilamaya Karawang class VII students themselves have only reached the A2 or beginner level stage. Furthermore, students answer the questions asked with answers in the form of double choices so that they have learning value, namely the knowledge needed to answer the questions presented, are motivated, have a structure and there is an interest in the five senses with the use of images, animations, and sounds and can be played.

Meanwhile, from the literature study, it was also found that there are things that must be considered in multimedia described as bellow:

1. Ease of navigation. A program should be designed as simple as possible.
2. Cognition content. The content of the program should provide the cognitive experience (knowledge) that the student needs.
3. Media integration. The media must integrate some other aspects and skills that must be learned. Such as language skills, listening, speaking, writing and reading.
4. Aesthetics. To attract the interest of media learners, they must have an artistic appearance.
5. Overall function. The developed program should provide learning to the student so that by the time the student finishes running a program he will feel he has learned something.

Related to the criteria of a multimedia, a field survey is also conducted for students to analyze the multimedia needs to be developed in terms of the user's side. Based on field surveys. the following results were obtained:

1. Regarding the ease of navigation, multimedia is expected to provide simple links or link buttons to make it easier for students to apply wordwall games and be responsive to student commands.
2. Related to the packaging of learning evaluation in multimedia, multimedia is expected to be interactive, not boring, using language that is easy to understand, and providing smart solutions in solving a problem contained in the material.

3. Related to multimedia displays, multimedia is expected to be displayed in a form that is in great demand and favored by students.
4. Related to the experience desired by students, multimedia is expected to provide a learning experience that becomes easier to understand a material.
5. Multimedia must be interactive in the sense that students are directly involved in learning with multimedia, not just presenters who act actively.
6. The question items contained in the multimedia learningevaluation that have been adapted to the CEFR are material related to the lesson.

From the results of the literature study and field survey conducted, a needs analysis was obtained as an overview to build multimedia learning interactive quiz games. The results of the needs analysis are as follows:

1. The interactive quiz game that will be built adapts the type of interactive quiz game.
2. The interactive quiz game that will be built is interactive by providing challenges in the form of games that contain question items related to the subject matter.
3. The interactive quiz game to be built can evaluate student learning outcomes.
4. The interactive quiz games to be built can be easily navigated and run both through PCs/laptops and android and apple smartphone.

Design Stage

Designing the design in making this Wordwall interactive game is very easy to do. The researcher presents an evaluation of the learning of *qowaid* material in the form of a game in the form of "Word Matching" provided by the Wordwall platform. The display for interactive games is as follows:

Figure 1. Game Tamplate Selection View

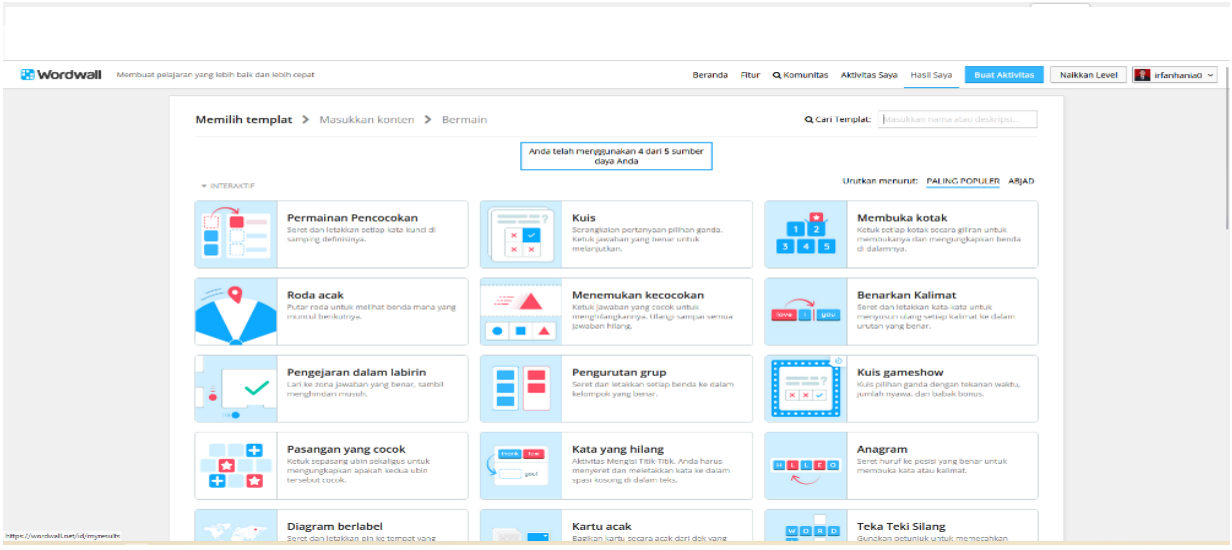
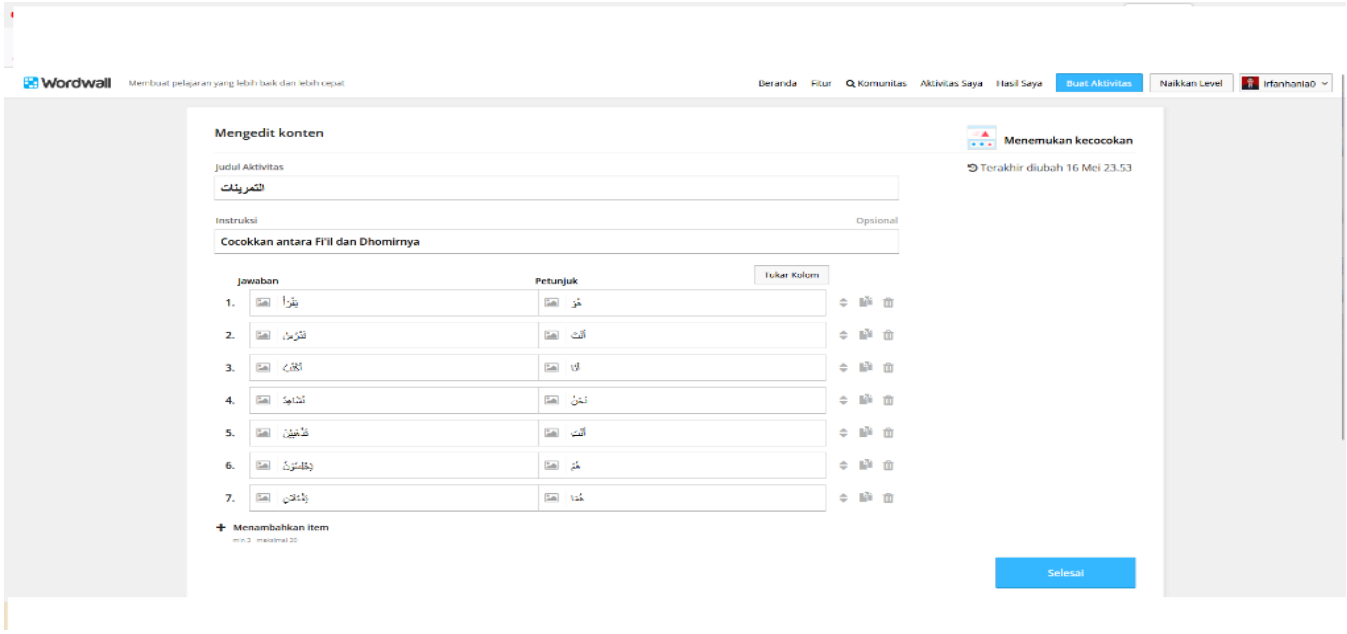


Figure 2. Addition of Question Items



Information:

1. Figure 1. It is the initial display used to select the game tamplate on the Wordwall platform. Wordwall itself provides a variety of tamplate games that can be accessed for free, such as tamplate games in the form of crossword puzzles, word matching games, rotary wheel games, rat hitting games, and so on.
2. Figure 2. It is a display of adding question items. In this case, the researcher included questions related to the *material qowaid mubtada isim dhamir* with *Khobar fi'il mudhori'*.

Development Stage

At this stage, the researchers carried out development by editing several question items and game tamplates. Based on material experts and media experts, the material that makes the question item is not enough to measure students' abilities, and the media in this case the selection of tamplates is not in accordance with the level of children aged 12-13 years. The results of the product development of *the qowaid* learning evaluation tool *qowaid material mubtada isim dhamir* with *Khobar fi'il mudhori'* are as follows:

Figure 3. Wordwall Start View

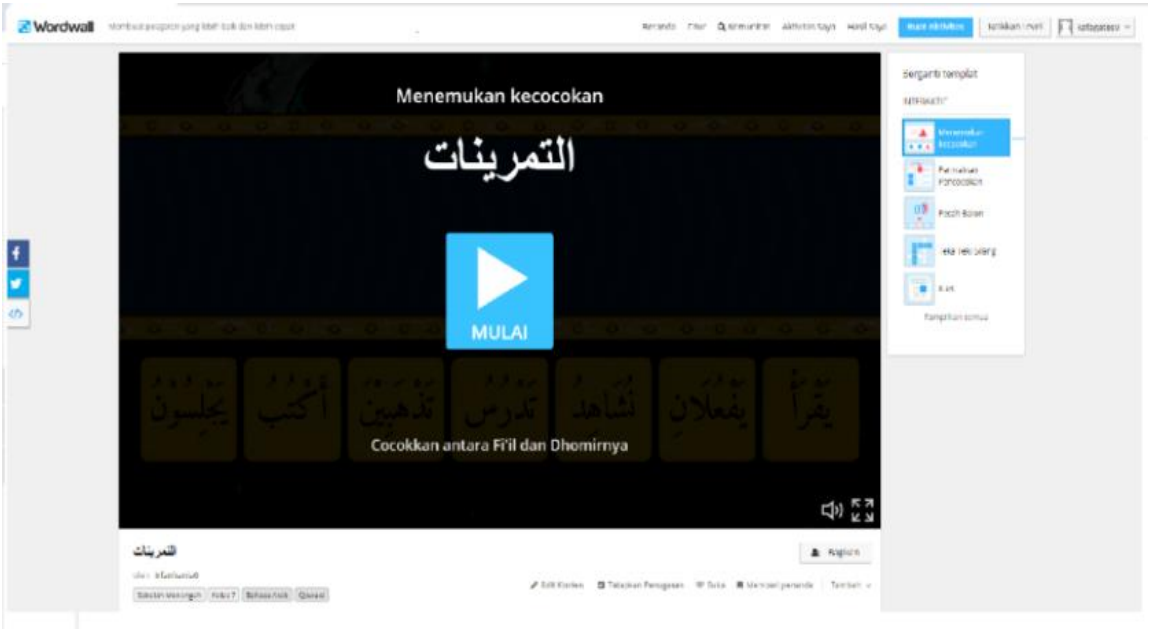


Figure 4. Scoreboard View and Theme/Color Selection in Wordwall

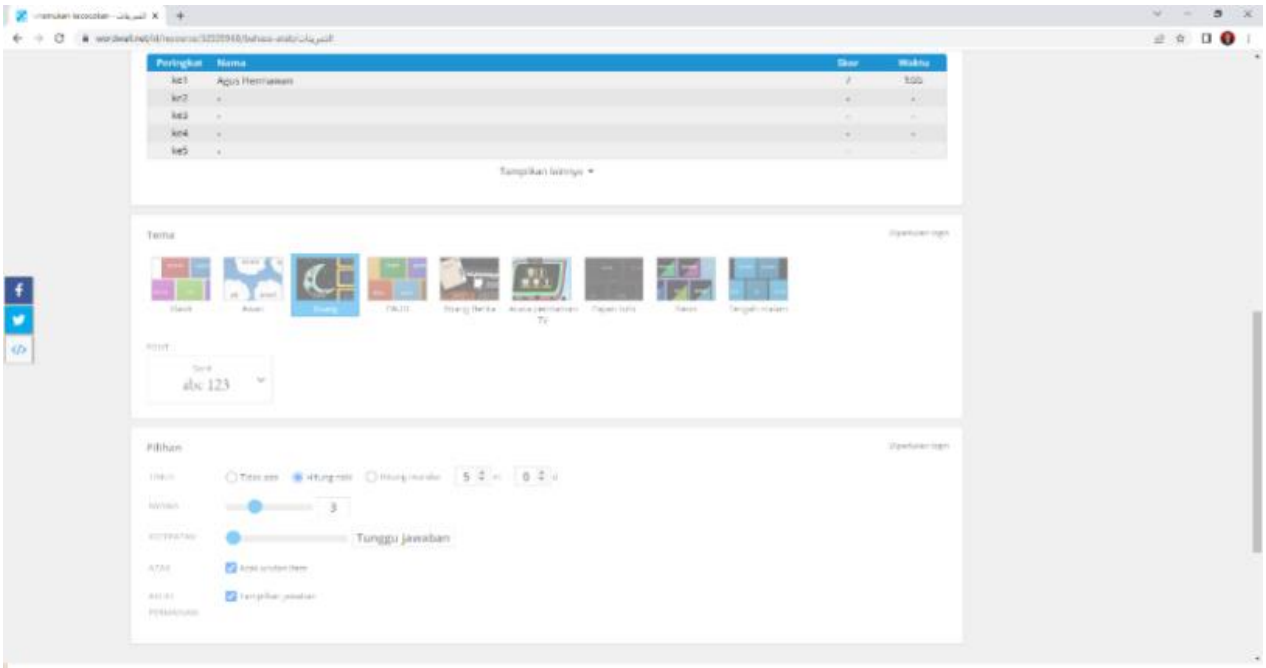


Figure 5. Playing Wordwall Interactive Games

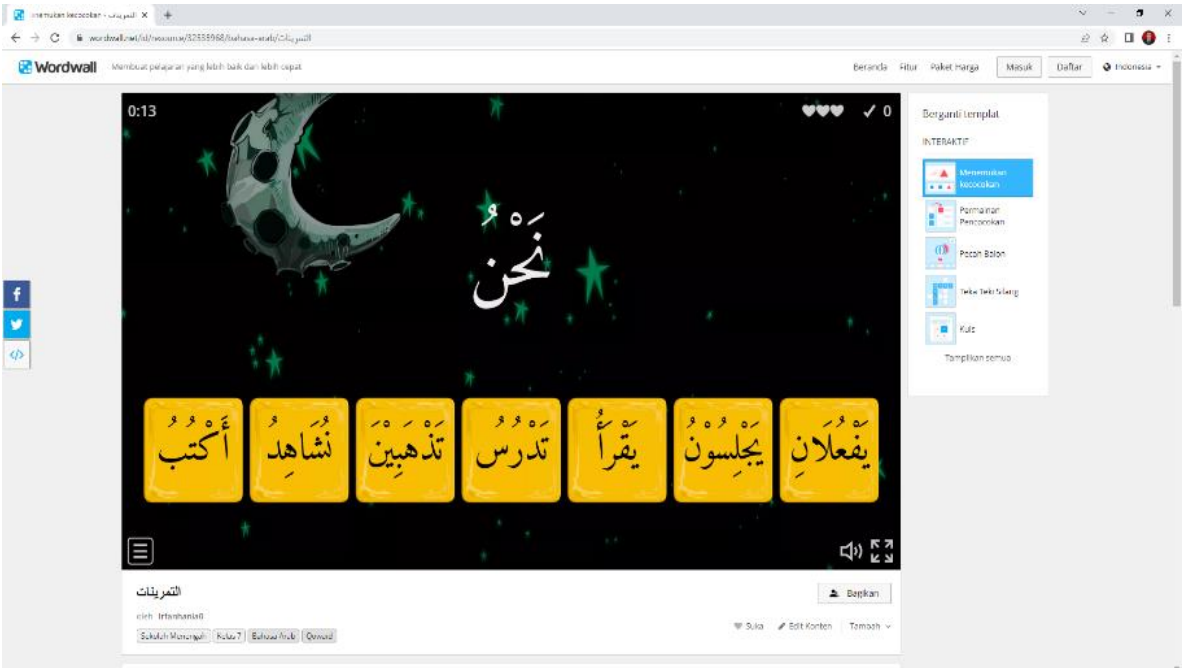


Figure 6. View Finished Answering Question Items

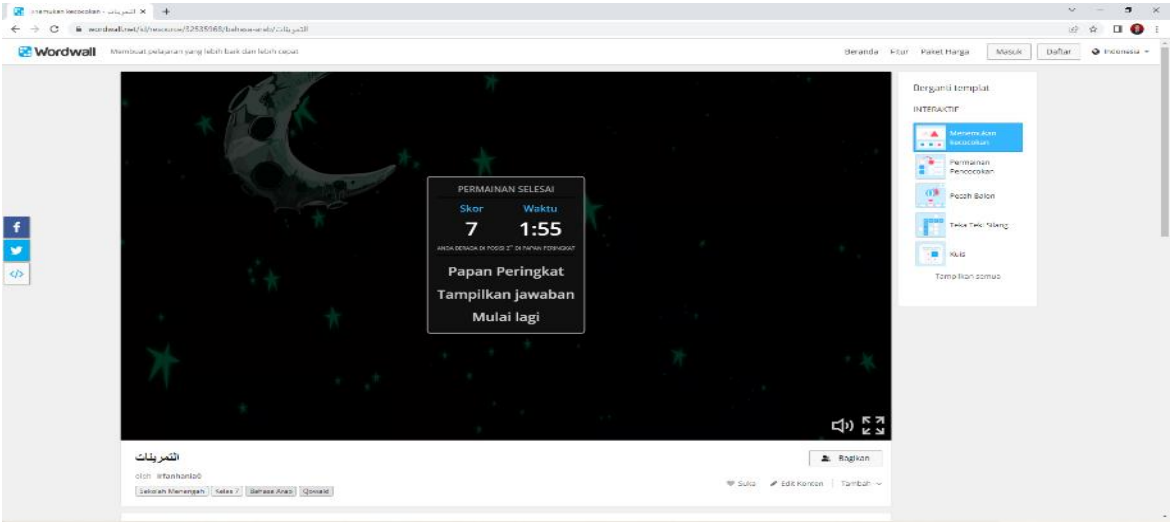
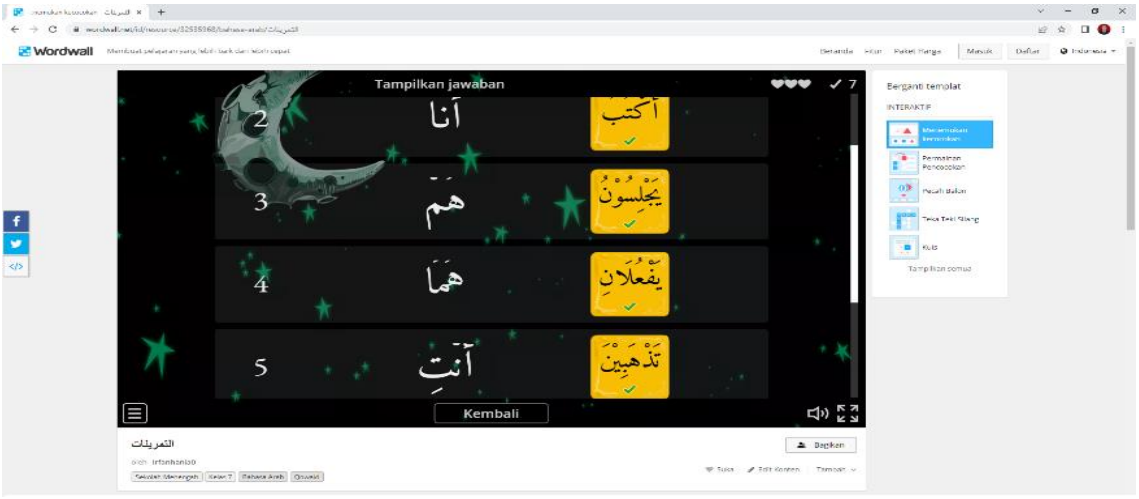


Figure 7. Score Display and Player Rankings

Figure 8. Post-Play Answer Display



Information:

1. Figure 3. Represents the initial look before starting the test.
2. Figure 4. Is the appearance of theme/color selection and scoring. Especially for colors, students can choose at will the color they like. Wordwall provides a variety of colors/themes, such as dark themes, space, whiteboard, classic, and so on.
3. Figure 5. Is the display at the time when the work on the questions begins.
4. Figure 6. Is a post-student view of finishing answering
5. Figure 7. It is a display of scoring and ranking, where the students with the most correct answers and the fastest are automatically illuminated by the wordwall platform.
6. Finally, figure 8. It is a display of correct answers that have been written by the teacher/researcher.

Expert Review

This stage aims to obtain a valid CEFR-based qawa'id learning evaluation. The validator validates and assesses the products that have been made by researchers. The validity test was carried out on material validation and language validation. The validation results are given in the form of a percentage on the validation sheet and will be used as a reference for revising CEFR-based *qawa'id* learning evaluation materials.

Material Expert Validation Results

The learning evaluation draft is submitted for expert review.[15] This study seeks to obtain valid learning evaluation achievement standards. Overall, the results obtained from the validation of material experts with a percentage of 85% from validators I and II are as follows:

Tabel 1. Material Expert Validation Results

Aspect	Valuation		Percentage	Total Percentage
	Validator I	Validator II		
Content Quality	4	4	80%	83%
	4	4	80%	
	4	5	90%	
	4	4	80%	
Accuracy of Coverage	4	5	90%	85%
	5	4	90%	
	4	4	80%	
	4	4	80%	
Inquiry	4	4	80%	80%
	4	4	80%	
	4	4	80%	
	4	4	80%	
	4	3	70%	
	4	4	80%	
	5	4	90%	
Language	5	3	80%	90%
	5	3	80%	
	5	3	80%	
	5	4	90%	
	5	4	90%	
Sum	**97**	**78**	**85%**	

The table above has four aspects assessed by relevant experts (expert review) in the field of material, each aspect is given a score, namely from validator I and validator II. The aspects written in the validation of nahwu and shorof material experts are: 1) content quality (83%), this aspect has been adapted to *mubtada'* and *khabar* material as shown above, 2) accuracy of coverage (85%) with the competencies students must learn , in this case the material is appropriate, 3) inquiry (80%), meaning that in the presentation of qawa'id material there is language analysis, and language rules, (4) language (90%), in this stage the language used is Arabic.

[15]Muhammad Anggi Prasetya, "Pengembangan Evaluasi Pembelajaran Berbasis Ispring Pada Mata Pelajaran Fisika Pokok Bahasan Besaran Dan Satuan Untuk SMA Kelas X," *Seminar Nasional Pendidikan IPA* Vol. 1 (1) (2021).

Based on the description above, in this case from the review of material experts it can be concluded from these data that the qawa'id learning evaluation that the researcher developed is valid and can be used by the school.

Linguist Validation Results

The linguist also approved the learning evaluation draft model I. The linguist provided the following comments and recommendations: During practice, students should understand the results of the exercise and which parts still need revision. Previously, in this evaluation, students did not receive grades or scores for completing practice questions. To ensure complete student understanding, practice questions may be repeated. Below are presentations from linguists with an overall percentage of 88% from validators I and II as follows:

Tabel 2. Linguist Validation Results

Aspect	Valuation		Percentage	Total Percentage
	Validator I	Validator II		
Plays	4	5	90%	90%
	4	5	90%	
	4	5	90%	
Communicative	4	5	90%	90%
Dialogical andInteractive	4	5	90%	90%
CEFR Compliance	4	5	90%	90%
	4	5	90%	
Confirmity with Language Rules	4	4	80%	85%
	4	4	80%	
	4	5	90%	
	4	5	90%	
Use of Terms, symbols, and Icons	4	5	90%	83%
	4	4	80%	
	4	4	80%	
Sum	**56**	**66**	**88%**	

In addition, the qawaid learning evaluation model is supported by the six indicators in the table above which have been assessed by experts who have reviewed the language field. The percentage of written indicators is contained in the learning evaluation on mubtada' and khabar themes, specifically as follows: 1) Straightforward for the purpose of being able to speak, in the aspect of language proficiency objectives must be in accordance with the material made, 2) Communicative, in this aspect the language in the practice questions is already appropriate, 3) Dialogical and Interactive, in this aspect the language presentation is in accordance with the

material seen in the grid and practice questions, 4) CEFR conformity, this aspect uses achievement standards originating from Europe, namely CEFR is appropriate and makes it easier for students to understand material well, 5) Conformity with language rules, this already exists and can be seen from the components in the learning evaluation that have been adjusted to the language rules in the material made, 6) The use of terms, symbols, and icons, can be seen from the presence of terms terms, symbols, and icons in questions that make it easier for students to understand the meaning of the material and the rules themselves.

Implementation Phase

The next stage is the implementation stage where the interactive quiz game that has been produced is tested on students to play it as users of multimedia learning. This trial was carried out by class VII students of MTsN Cilamaya Karawang.

Evaluation Stage

Based on the results of testing the Wordwall interactive game through a suitability questionnaire distributed to the students who conducted the trial at the implementation stage, it was found that the game with the question item was appropriate. Then, the suitability of the navigation buttons and ease of use work well. Finally, testing through the questionnaire on the use of the Wordwall interactive game has gone according to the procedure after being played by class VII A MTsN Cilamaya Karawang. The gameplay, image quality, and audio and animation contained in the Wordwall interactive game are already worthy of use as a learning evaluation tool.

1. Student Assessment Questionnaire of Wordwall Interactive *Games*

After playing the Wordwall interactive quiz game, students are given a questionnaire to assess the Wordwall interactive quiz game to find out the feasibility of the product that has been made. The questionnaire was validated using validity and reliability tests. The validity test uses the product moment correlation test, while the reliability test uses the croanch banch alpha test. The results of the validity test and reliability test of the student assessment questionnaire for this wordwall interactive game are as follows:

Tabel 3. Validity Test

Assessment Aspects	Item	R_{Table}	R_{Count}	Category
Navigation Buttons in Wordwall Interactive Games				
Easy-to-understand	1	0,546	0,432	Valid

Assessment Aspects	Item	R_{Table}	R_{Count}	Category
navigation buttons				
Easy-to-use navigation buttons	2	0,630	0,432	Valid
Wordwall Interactive Game View				
Easy-to-understand view	3	0,748	0,432	Valid
Attractive Look	4	0,537	0,432	Valid
Ease of Use of Wordwall Interactive Games				
Easy to use	5	0,821	0,432	Valid
Convenient to use	6	0,759	0,432	Valid
Interactiveness of Wordwall Interactive Games				
Interactive in helping to understand the material that has been studied	7	0,704	0,432	Valid

The basis for decision making in determining whether an instrument is valid or not is by comparing the values of r tables and r counts. If $r_{count} > r_{table}$, then the data is said to be valid. To determine the value of r_{table}, namely by using the degree of freedom formula (df) = n-2, where (n) is the number of samples. While the number of samples (n) in this study was 24 students, it can be measured the magnitude of df, namely 24-2 = 22 and alpha 0.1, obtained r_{table} = 0.432. Therefore, based on the data processing results table above, it can be said that overall the student assessment questionnaire items for the Wordwall interactive game are considered valid.

Tabel 4. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
814	7

The test used is the Cronbach alpha test on the basis of decision making if the Cronbach Alpha value is > 0.6, then the questionnaire is said to be reliable. Based on the test results in table 4 above, the Cronbach Alpha value is 0.814 > 0.6, it can be said that all questionnaire items in this study are reliable.

The aspects that need to be assessed are as follows; (1) assessment aspects include navigation buttons within the interactive quiz game, (2) interactive quiz game display, (3) ease of use of

interactive quiz games, and (4) interactive quiz game interactiveness. From the questionnaire provided, getthe data that the researcher presents in the following table:

Table 5. User Validation Questionnaire Recapitulation

Assessment Aspects	Shoes	Shoes Criterion	Percentage (%)
Navigation Buttons in Wordwall Interactive Games			
Easy-to-understand navigation buttons	104	120	86,67
Easy-to-use navigation buttons	105	120	87,5
Wordwall Interactive Game View			
Easy-to-understand view	110	120	91,67
Attractive Look	108	120	90
Ease of Use of Wordwall Interactive Games			
Easy to use	112	120	93,33
Convenient to use	111	120	92,5
Interactiveness of Wordwall Interactive Games			
Interactive in helping to understand the material that has been studied	116	120	96,67
Sum	**766**	**840**	

The criterion score or maximum score is 24 x 7 x 5 = 840. With 24 respondents filling out the questionnaire, 7 is the number of statement items and 5 is the highest score of each item. When compared between the results of the student assessment questionnaire on interactive quiz games with the riterium score, it was obtained 766 : 840 = 0.9119 or a percentage of 91%. Based on this, it can be concluded that almost all students give assessments that can be categorized as excellent in the Wordwall interactive quiz game that has been used**.**

2. Level of Understanding of *Qowa'id* Students

Description of the test results data on the level of understanding of students' *qawa'id* is shown in table 6 below:

Table 6. Percentage of Understanding the Material and Not Understanding

Question Number	Criterion			
	Understand Concept		Not Understood	
	F	%	F	%
1	21	87,5	3	12,5
2	14	58,3	10	41,7
3	17	70,8	7	29,2
4	15	62,5	9	37,5
5	19	79,1	5	20,9
6	23	95,8	1	4,2
7	23	95,8	1	4,2

Question Number	Criterion			
	Understand Concept		Not Understood	
	F	%	F	%
Sum	**132**	**548,8**	**36**	**150,2**
Average	**18,86**	**78,51**	**5,14**	**21,49**

Based on table 6 above, it shows that the percentage of students who understand the material from the results of this study is 78.51% and do not understand the material is 21.49%. From the table, it can be seen that the percentage of students who understand the material and do not understand the material on each number is very diverse.

CONCLUSION

Based on the results of this study, it can be concluded that the use of the Wordwall interactive game as a learning evaluation tool, especially in the *qowa'id* material for class VII MTsN Cilamaya Karawang, is still very minimal in innovation and not in accordance with the level of thinking of students. This is evidenced by the use of conventional learning evaluation tools such as paper. The development of CEFR-based learning evaluation tools, especially on *qowa'id* material, is carried out in order to innovate teachers of Arabic subjects and can arouse students' interest in Arabic teaching and learning activities. Based on the student assessment response itself is described through the distribution of questionnaires that have been carried out with a percentage score of 91.19% of the maximum score of 100%.

Student test results to identify *qowa'id comprehension*, at the level of understanding the material by 78.51% and not understanding the material by 21.49%. Therefore, it can be concluded that almost all students give an assessment that can be categorized as Excellent on the Wordwall interactive quiz game that has been used and from the results of the tests that have been carried out that the average student understands *the qowa'id* material that has been combined with *the Wordwall* interactive game.This wordwall game is suitable for use as a learning evaluation tool because it fulfills interactive characteristics, namely combining audio and visual elements, has the ability to accommodate user responses, is independent, in the sense of providing convenience and completeness of content in such a way that users can use it without the guidance of others, and fulfill the function of strengthening user response as soon as possible and as often as possible.

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